

# White Paper Report

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Project Director: Bernadette Anand (banand@bankstreet.edu)

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**CRM-REMIX****Civil Rights Movement Remix**

A Partnership between Bank Street College of Education and the Schomburg Center for Research in Black Culture-New York Public Library

**Project Co-Directors:**

Bernadette Anand, PhD

Deirdre Lynn Hollman, MS Ed

**NEH Digital Humanities Start Up Grant White Paper**

November 30, 2011

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**I. Abstract**

An NEH Digital Humanities Start up Grant in 2010 provided \$25,000.00 to bring together educators, youth, and humanities specialists from Bank Street College of Education and the Schomburg Center for Research in Black Culture (New York Public Library) in order to research and develop a digital exhibition and a location-based digital game/smartphone application about the Civil Rights Movement. For Civil Rights Movement Remix (CRM-Remix) we established five goals: 1) To use a design charrette model (See:<http://www.charretteinstitute.org/charrette.html>) and methodology to bring together staff to generate project ideas and survey the history of the Civil Rights Movement, new digital media technologies, and Systems Thinking, a practice that considers relationships between parts within and outside of a system (See:<http://www.watersfoundation.org>) ; 2) To have adults and youth work side-by-side on the design of the CRM-Remix; 3) To analyze the Schomburg's existing digital exhibition and archives, to learn about digital media production and open source best practices; 4) To produce a digital exhibition and to understand location-based, digital mapping, and game design; and 5) To inform CRM-Remix with critical theories in the humanities that may be related to teaching and learning civil rights history and digital media and learning.

The grant period was September 01, 2010 to August 31, October 2011.

## II. Problem

In our experience as educators in secondary and higher education, we saw that our students displayed a disturbingly narrow understanding of the American Civil Rights Movement. While they were familiar with some of the bigger, more popular figures of the Movement, such as Dr. Martin Luther King, Malcolm X, and Rosa Parks, many did not know what the acronym N.A.A.C.P. stood for, nor did they understand the conflicts behind the killings of Emmett Till or Medgar Evers. Our local observation - that vital underpinnings of modern American history have become remote and vague to young people today - was supported by a recent national study conducted by the Southern Poverty Law Center, *Teaching the Movement: The State of the Civil Rights Movement in the United States 2011* (<http://www.splcenter.org/get-informed/publications/teaching-the-movement>). This study found an absence of Civil Rights history in state standards and curriculum frameworks designed to guide educators in developing a comprehensive study of United States history. We recognize, together with the Southern Poverty Law Center, the need of students to know and recognize these events as “critical [events] in our history as a nation” and to become “agents of change.” Our strategy, therefore, was to galvanize the strengths of digital humanities teaching and learning in order to build upon our students’ knowledge and understanding of contemporary social issues while forging relevant connections with the historical precedents rooted in the Civil Rights Movement.

While our initial research showed youth as having a limited historical knowledge of the Civil Rights Movement, when we assessed their knowledge of digital media, such as smartphones, tablet computers, social networks, digital games, and text messaging, quite the opposite was the case. We recognized that their proficiency with a variety of digital devices and tools could be applied to an *educational* exploration of historical events. A recent study by the Kaiser Family Foundation, “Generation M2: Media in the Lives of 8-to-18-Year-Olds,” supports this assessment. In this 2010 study, researchers found that students from public, private, and parochial schools--as well as an over-sample of African American and Hispanic students--have increased their use of media (except for book reading) over the past ten years. The study found that 8- to-18-year-olds spend 4% of their time on print media, 6% on movies, 11% on video games, 14% on computers, 17% on TV content, 22% on music, and 25% on live TV. Although there has been an increase in the use of video games over the last five years, the study noted that the fastest growing segment of gaming has not been in video game consoles but in games played on cell phones and handheld devices. (See: <http://www.kff.org/entmedia/upload/8010.pdf>.)

The printing press, typewriter, and personal computer transformed education in the 20th century. Today educators need to engage students with learning experiences (with embedded data collection and assessment systems) that mirror their technology-infused lives in the 21<sup>st</sup> century. Toward this aim, we sought practical and accessible digital media tools for students that would provide value and social connection to their critical study of historical and contemporary events. In progressive education terms, this practice is called “inquiry-based learning” or “experience-based learning.” These new digital tools contribute to an ever-growing toolbox to help students and educators advance 21st century teaching and learning. In an April 2005 *Educational Leadership* article, “Getting into the Game,” Henry Jenkins indicated that games (i.e., digital media) were educational tools with the capacity to foster a sense of engagement. The Civil Rights Movement-Remix (CRM-Remix) would use digital media to engage youth in historical research and analysis of primary source materials, fieldwork studies of historical sites, investigations of student-identified social justice issues, as well as experiences with digital media production in the form of a digital exhibition or digital game.

As we saw it, our task was to advance civil rights teaching and learning in a digital age. We wanted to figure out how students could transpose the energy of actually being present at historic sites in New York City with powerful connections to civil rights history - such as the Abyssinian Baptist Church - and digitally remix a vicarious experience for others off-site that was equally as stirring. How might this task be accomplished? How might we re-incite the wonder, the intrigue, and the significance of having a foot in both a present and a past experience? How might students combine their own stories with stories of civil rights activists, and develop a dialogue that could grow to include a social network of additional voices? What specific choices do digital media tools provide to achieve all of this?

### **III. The Project**

#### **Narrative**

Bank Street College of Education partnered with the Schomburg Center for Research in Black Culture for a Level I grant (\$25,000) in 2010. The grant supported the research and initial planning of the Civil Rights Movement Remix (CRM-Remix), which brought together educators, youth, and humanities specialist to develop a digital exhibition and a location-based digital game/ smartphone application about the African-American Civil Rights Movement. CRM-Remix aims to use innovative technology platforms such as 7Stories, SCVNGR, Foursquare, Wikis, NING, Remix World, and Open Source program to enhance the study of the humanities using the Schomburg's digital archives and other primary sources to create a youth-friendly, online exhibition featuring a geospatially-referenced, interactive map of historically important Civil Rights Movement sites in Harlem. CRM-Remix will ground students in the history, literature, films, and music that reflect the 20th century struggle for equal rights and, by extension, engage youth in today's human rights issues.

Since its inception in 1916, Bank Street College has been a leader among institutions of teacher and leader preparation; a pioneer in improving the quality of classroom education in math, science, art, and the humanities; and a national advocate for children and families. The Schomburg Center for Research in Black Culture of The New York Public Library is generally recognized as the world's leading research library devoted exclusively to documenting the history and cultural development of peoples of African descent worldwide. Digital Schomburg, which houses the Schomburg's online digital collections, provides access to trusted information, interpretation, and scholarship about the global black experience. Digital Schomburg includes exhibitions, books, articles, photographs, prints, audio and video streams, and hundreds of vetted external links for research in the history and cultures of the peoples of Africa and the African Diaspora.

Bernadette Anand from Bank Street College of Education, and Deirdre L. Hollman from the Schomburg, worked with youth from Bank Street's Liberty LEADS after-school program to: 1) analyze two of the Schomburg's existing digital exhibitions, "In Motion: The African-American Migration Experience" and "Harlem 1900-1940: An African-American Community"; 2) conduct research in the Schomburg's digital archives on the Civil Rights Movement, which currently doesn't have a formal digital exhibition; 3) use smartphones and digital cameras to map important historical sites in Harlem and create original interviews, images, and texts about the Civil Rights Movement that can be shared via the web and social networks; 4) create a new digital exhibition on the Civil Rights Movement that can be incorporated into the Schomburg's digital exhibition web site; and 5) use the resulting data to develop a location-based digital game that would expand our audience and further engage youth in the humanities, the Schomburg's digital archives, and the history of the Civil Rights Movement.

**Comparable Projects/Environmental Scan**

CRM-Remix was influenced by Bank Street's participation in HIVE NYC (formerly known as the New Youth City Learning Network), a collection of New York City youth-serving organizations, including schools, libraries, after-school programs, and museums, working together to develop and promote out-of-school time, interest-driven learning experiences for local youth. Funded by the MacArthur Foundation and Mozilla Foundation, HIVE NYC projects focus primarily on using digital media and learning for science, technology, engineering, and mathematics projects for youth in after-school programs. It includes institutions such as the American Museum of Natural History, New York Hall of Science, and the Global Kids. Bank Street is collaborating with the New York Hall of Science on a HIVE NYC project entitled "Collect, Construct, Change" (C3) that utilizes handheld smartphones equipped with science probes and situated visualization software with multi-disciplinary inquiry curriculum to engage youth around localized environmental issues. HIVE NYC also produced an exemplary digital learning product called "Mannahatta: The Game," a location-based game for the iPhone platform based on a database developed by Dr. Eric Sanderson of the Wildlife Conservation Society.

CRM-Remix combines the innovative approaches of integrating technology with the humanities as presented in four existing youth-centered digital projects: 1) Teachers College's MAAP - Mapping the African American Past; 2) National Geographic's The Jason Project; 3) Tavis Smiley's America I Am: The African American Imprint; and 4) Cable in the Classroom's eLECTIONS.

**Project Background/History**

As part of an extension of Bank Street's work with HIVE NYC, Bernadette Anand approached Deirdre Hollman at the Schomburg about developing a digital media and learning project using the Schomburg's digital archive. The NEH Digital Humanities Start-Up Grant supported the one-year research and workshops/design charettes phase of the CRM-Remix. Subsequent phases of the project will include prototype and pilot testing of a digital exhibition and a digital video game. Other potential sources of support for this project include the MacArthur Foundation, Mozilla Foundation, New York Community Trust/HIVE NYC Fund, Rockeller Foundation, Pearson Foundation, and the Institute of Museum and Library Services.

**IV. Key Staff/Advisory Board****Bernadette Anand, Ph.D., Co-Director**

Bernadette Anand is an instructor and advisor in the Educational Leadership Program, and teaches courses in the General, Early Education, and Middle School Programs within the Graduate Division at Bank Street College. She served as an institutional partner on the NYC Board of Education's Content and Continuity Project, a federally funded Teaching American History program. She designed thematic units around civil rights and conducted workshops for teachers in collaboration with committee members from the Schomburg, Brooklyn Museum, Facing History Facing Ourselves, the Paley Center, and American Place Theatre. Bernadette earned her masters degree at Providence College and her doctorate in education at New York University. Prior to her work at Bank Street College, she was English Department Chair at Montclair High School, Montclair, NJ, where she initiated and implemented a multicultural approach to the study of literature based on the inclusion of works from all cultures (globally and nationally) within the

courses offered for ninth through twelfth graders. In addition, as a former principal of two magnet public middle schools in the district of Montclair, NJ, she redesigned the structure and curriculum around technology; one of the schools, Mt. Hebron Middle Schools, was the recipient of a two year Melville Grant in 1998 to support students' subject area growth through the use of technology.



**Deirdre Hollman, Co-Director**

Deirdre Hollman is the Director of Public Education at the Schomburg Center for Research in Black Culture; Educational Consultant for Community Works' Making a Difference Program; and Program Advisor for Mind-Builders Creative Art Center's Community Folk Culture Program. In these positions, she is responsible for youth and adult instruction; strengthening the educational and artistic content of the programs by developing curriculum, lesson plans and evaluation materials; managing staff (instructors, counselors, and consultants); managing program operations; and administration. Deirdre earned her master's from Bank Street College of Education, where she specialized in museum education, middle school education, and educational leadership. A graduate of Princeton University with a bachelor's degree in art history, Deirdre has devoted the past decade of her career to the fields of youth and adult education. Driven by the desire to connect culture, history, literacy, and the arts, she has flourished with organizations that share her mission of youth and community development. Deirdre brings to her progressive educational practice her experience in the arts as a filmmaker, playwright, and poet.



**Maxine Roberts, Project Team Member**

Maxine Roberts has been Interim Director of Liberty LEADS since 2009. She has worked at Liberty LEADS as Assistant Director and Academic Advisor of the Class of 2004. She has a Bachelor's degree in Computer Science from Mount Holyoke College and worked for more than two years as a software developer. She obtained a Master's degree in English Education from Columbia University's Teachers College and served as a Program Director for an all-girls after-school program in East Harlem. She completed her Master's degree in Reading and Literacy Specialization at Bank Street College of Education in 2006.

**Advisory Board:** CRM-Remix's Advisory Board will offer expertise in the digital archives and digital exhibitions at the Schomburg; research and design of digital media and learning projects; implementation of digital media and learning projects with youth, civil rights movement history; and using digital media with civil rights movement projects. Advisors will participate in workshops/charrettes, video conferences, design of methods, and review of evaluation plan.





**Sylviane Diouf, Digital Humanities Specialist**

Dr. Sylviane Diouf is the Curator of Digital Collections at the Schomburg. A historian and author, she has curated several of the Schomburg's landmark websites, including "In-Motion: The African-American Migration Experience," "African Americans and American Politics," and "The Abolition of the Slave Trade."

**Ingrid Erickson, Digital Media and Learning Specialist**

Dr. Ingrid Erickson is a former Research Fellow and Program Officer in the Digital Media and Learning Program at the Social Science Research Council. She received her Ph.D. from the Center for Work, Technology & Organization at Stanford University in 2009. Her scholarly interests lie at the intersection of technology studies, communication, and organizational behavior, with a particular emphasis on the emergent practices surrounding locative technologies (e.g., GPS) in social contexts. Using primarily qualitative, ethnographic methodologies, she also focuses on understanding the implications of ubiquitous and mobile technologies on conceptualizations of place and space, boundaries of public and private, and understandings of distributed work. She has conducted research with the Social Computing Group at IBM's T. J. Watson Research Center and at Boeing's Phantom Works research division. Ingrid has an M.S. in Information (with an emphasis in human-computer interaction) from the School of Information at University of Michigan and an M.A. in religious studies from University of Chicago Divinity School. Prior to her time at Stanford, she worked for ten years as an editor in the publishing industry.

**Barry Joseph, Digital Media and Learning Specialist**

Barry Joseph is the Director of the Online Leadership Program, Global Kids, Inc. He holds a B.A. from Northwestern University and an M.A. in American Studies from New York University. Barry came to Global Kids in 2000 through the New Voices Fellowship of the Academy for Educational Development, funded by the Ford Foundation. He has developed innovative programs in the areas of youth-led online dialogues, video games as a form of youth media, and the educational potential of virtual worlds, combining youth development practices with the development of high profile digital media projects that develop 21st Century Skills. He has also worked with GK's development program to secure funding from a number of foundations and corporations. Barry serves on the steering committee of the MacArthur Foundation's Digital Media and Learning initiative and his writing appeared in the Foundation's Ecology of Games volume in 2007. He has spoken at numerous conferences and published articles in a wide variety of publications.

**Yohuru Williams, Digital Humanities and Civil Rights History Specialist**

Dr. Yohuru Williams is Associate Professor of History and the Vice-President for History Education for the American Institute for History Education. He received his Ph.D. from Howard University in 1998. After six years as a professor of history and director of Black Studies and Graduate Studies at Delaware State University, he joined Fairfield University's faculty in the fall of 2005. Dr. Williams is the author of *Black Politics/White Power: Civil Rights Black Power and Black Panthers in New Haven* (Blackwell, 2006), and *Teaching beyond the Textbook: Six Investigative Strategies* (Corwin Press, 2008), and the editor of *A Constant Struggle: African-American History from 1865 to the Present: Documents and Essays* (Kendall Hunt, 2002). He is the co-editor of *In Search of the Black Panther Party: New Perspectives on a Revolutionary Movement* (Duke, 2006) and *Liberated Territory: Toward a Local History of the Black Panther Party* (Duke, 2008). He also served as general editor for the Association for

the Study of African American Life and History's 2002 and 2003 Black History Month publications, *The Color Line Revisited* (Tapestry Press, 2002) and *The Souls of Black Folks: Centennial Reflections* (Africa World Press, 2003). Dr. Williams served as an advisor on the popular civil rights reader, *Putting the Movement back into teaching Civil Rights*.

Dr. Williams has extensive experience in working with humanities, technology, and digital media in education settings. In 2008, he served as the lead consultant on the development of the NJ Amistad African-American History web-based curriculum. He has also worked with the American Institute for History Education on the development of SojournerHistory.Com, a comprehensive African-American History web based curriculum.

### **Student Partners**

**Khari Shabazz** - A native of Harlem, Khari is a courageous and assertive young man who advocates for what he believes is just. His father, Khari Shabaz, Sr., is currently a Dean at Harlem Success Academy, with strong ties to Harlem, who advocates for and champions children's education. Khari volunteers at Harlem Success Academy, tutoring students. He has a strong sense of belonging to the Harlem community and is always eager to serve and give back.

**Olamide Oyede** - An ambitious, intra-personal, thoughtful, and intellectual juggernaut with much to offer, Olamide had a memorable summer experience as a student in the National Youth Leaders Program in Washington D.C. She is a young lady developing into an empowered leader. She has gained possession of her voice, is growing in confidence, connects with her peers and instructors, and shows a sunny and distinctive style of herself that is wonderful to see. She is a leader in every sense of the word!

**Marci Dillion** is a confident, self-assured, and strong young woman whose goal is to become a lawyer. She completed a Pre-law program at NYU last summer.

**Gregory Scott** is a level-headed, analytical, and bright young man who wants to go into politics to make a difference. He is very disciplined and is an All-City athlete in hurdles. He is a member of Amnesty International.

**Kevin Castro** is a very intelligent, vocal, and persuasive high-school student who possesses a great capacity for delivering ideas clearly. He is on the mock trial team at All Hallows High School, Bronx, NY. He is a member of Amnesty International.

**Vivian Phan**, a senior at Aquinas High School in the Bronx, is an energetic and passionate leader. At Liberty Leads, Vivian volunteers assisting fifth grade students with their homework and co-teaching within the Future Focus class where she works with high school juniors to develop their resumes, prepare for college visits and create drafts of their college application essays. This year (2011) Vivian was Liberty LEADS Student of Year.

### **V. The Methodology**

During this initial research and planning phase of CRM-Remix, we used a design charrette methodology to bring together Bank Street and Schomburg staff members, humanities and technology specialists, and Liberty LEADS youth to brainstorm potential project ideas and to develop experience in digital design and systems thinking. The charrette model was chosen because it is flexible and integrates the ideas and interests of a diverse group of participants. Charrettes work

toward building consensus and, in so doing, utilize a critical friend/evaluator who provides instant feedback on whether all participants are contributing to the process and the group is meeting its goals (<http://www.charretteinstitute.org/charrette.html>). We conferred with our advisory board member Ingrid Erickson (technology specialist), who had successfully used charrettes for developing digital media and learning projects. We then created agendas for charrettes and submitted them to participants to get feedback prior to all meetings.. See Section VI for details about our charrette goals, tasks, and findings.

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### **Charrette #1**

December 13, 2010

The Scope and Focus of the Project

#### **Agenda**

- Welcome/Introductions/Agenda
- Ice Breaker
- Task 1: What is the scope and focus of our project?
- Task 2: How will the students participate in this project?
- Task 3: How will the partners define their roles, time commitments, etc., in building students' knowledge and agility in order to design a digital product?
- Ingrid's Feedback to the Group
- Timeline and Next Steps

#### **The Meeting**

Our first Charrette was held at the Schomburg Center for Research in Black Culture. In attendance were Bernadette Anand, Co-Director; Deirdre Hollman, Co-Director; Sylviane Diouf, Digital Humanities Specialist at the Schomburg Center for Research in Black Culture; Ingrid Erickson, Digital Media and Learning Specialist; Maxine Roberts, Interim Director, Liberty LEADS; and Yohuru Williams, Humanities Specialist, Fairfield University, Fairfield, CT. This group established three tasks: 1) Decide on the focus and scope of the project. 2) Determine how the students/learners would participate in the project, and 3) Have the partners define their roles, time commitments, involvement in building students' knowledge in order to design a digital product.

We introduced ourselves to each other through a Museum Walk of Archival Photos of the Civil Rights Movement. Each participant selected a photo that spoke to her/him and shared information about themselves and why the photo spoke to them.

For Maxine Roberts, it was an August 28, 1963 photo of thousands of activists, community leaders, and citizens convened on the nation's capital to hear the words of some of the most prominent civil rights leaders. Maxine explained how important it was to see "a host of people. It spoke to me about community coming together for a cause and the steps we take to make that happen."



At the nation's capital, 1963.

On August 28, 1963, thousands of activists, community leaders and citizens convened on the nation's capital to hear the words of some of the most prominent civil rights leaders.

Sylviane Diouf was drawn to the photo of Malcolm X at a rally in front of Lewis Micheaux's National Memorial African Bookstore on 125th Street and Seventh Avenue. She remembered visiting the bookstore and shared, "while it doesn't exist there today, it was important to the Civil Rights Movement."

Deirdre Hollman was drawn to the photo of the Puerto Rican Protest for Civil Rights in 1964 because, she said, "It reminded me of the civil rights march across the Edmund Pettus Bridge in Selma, Alabama. The photo transports the same energy here in New York."



Original caption: 3/1/1964-New York, NY: Puerto Rican demonstrators walk in silence from City Hall in Manhattan across the Brooklyn Bridge to the Board of Education Offices in Brooklyn during protest here March 1st. The march, sponsored by the National Association for Puerto Rican Civil Rights, is designed to urge improvement of education facilities in the city for Puerto Ricans

Following our first activity, we engaged in a lengthy discussion around the following areas: the definition of civil rights, the time frame for civil rights, possible geographic focus, educational goals, people and places, and the NEH proposal we had written. The committee agreed New York City should be the focus and that the scope of the project would be outlined as follows:

- I. Prelude - Enslavement to 1919; 1919 to 1954
- II. National Stage - Civil Rights Movement hits the National Stage, 1954-1968
- III. Post Civil Rights Movement – 1968 to the Present

#### SUMMARY OF THE DISCUSSION ON TASK TWO:

Task Two: How will the students/learners participate in this project?

- a. How will the students/learners participate? They will be co-investigators on this project.
- b. Who will participate? Liberty LEADS high school students, preferably 10th and/or 11th Graders, with possible extensions to other youth groups (Schomburg Junior Scholars, and New Youth City Learning Network).
- c. When will they participate? Monthly sessions throughout the Spring Semester with a possible extension into the summer.
- d. What experiences will they have in this project? As co-investigators, they will gain historical literacy by:
  - 1. Visiting sites in New York City that were known to be historically significant during the Civil Rights Movement.
  - 2. Learning to conduct research at the library; doing research to broaden their understanding of a site's impact (exploring artifacts, documents, etc.), and linking the research to current situations or events.

3. Exploring digital technologies and their possible application for the preservation and presentation of historical content.
  4. Conducting interviews with students who were co-investigators on Africana Age
- e. What will the students' receive as short-term Recognition for their efforts?
1. Certificate?
  2. Presentation?
  3. Names on the Project?

Based on the knowledge of the program and the structures of the Liberty LEADS program, Maxine Roberts carved out monthly meeting times for us to work with six high school students in their 10th and 11th years. We agreed that these students would gain historical literacy by 1) Visiting sites in New York City that were known to be historically significant during the Civil Rights Movement; 2) Learning to conduct research at the library; conducting research to broaden their understanding of a site's impact, and linking the research to current situations or events; 3) Exploring digital technologies and their possible applications for the preservation and presentation of historical content; 4) Conducting interviews with students who were co-investigators on Africana Age (A Schomburg Center Digital Media Product). We discussed possible forms of recognition for the students' work within the project.

Finally, in that first charrette, we tried to hammer out the roles each of the partners sitting around the table would play within this project. We recorded time commitments and availability.

#### Charrette #2: February 11, 2011

Accessing Prior Knowledge of the Civil Rights Movement

#### Agenda:

- Welcome, Introductions and Ice Breaker
- Dinner and Overview of CRM-Remix Project
  - Abstract
  - Washington, D.C. Lightning Rounds
  - Project Partners and Roles
  - Scope and Process
  - Liberty Leads Students and Roles
- Questions and Answers
- Circles of Experience and Discussion: What do we bring to the project?
- Next Steps and Reflection

#### Minutes

Deirdre Hollman introduced an icebreaker that had students spend some time looking at a series of photographs from the Civil Rights Movement and selecting one that resonated for them.

Each student selected a photo and explained why the photo spoke to him or her. One student selected the photo of Malcolm X speaking on 125th in Harlem, stating that from the time he was in fourth grade (when he read Malcolm's autobiography) to his current

11th grade, Malcolm has been a source of pride and reminder of Black power and possibility for him.



Malcolm X at a NYC Rally, 1964.  
Malcolm X speaking at a NYC rally related to the  
citywide boycott of schools, February or March  
1964. Source: Courtesy of Builder Levy, photographer.

Another student selected a photo of a line of protesters carrying signs saying, "I am a Man," while surrounded by armed guards and tanks. The student was drawn to the single man in the line who was without the sign. She wondered, Why?



One of the adults shared her thoughts about a photo of women who were dancing and singing during a civil rights march, and reflected on the often-untold role of women during this movement.

This was the first time we were meeting with the Liberty LEADS students and we wanted to be sure the time we spent together was informative and engaging for them. With pizza and juice in hand, the students listened to Deirdre Hollman and Bernadette Anand engage in a dialogue about how the project began and has progressed. They heard about how they would be co-investigators as they examined the resources available at the Schomburg and thought about additional ones they would require. The project directors explained how student knowledge of current day technology would drive the plans for this CRM-Remix project. Questions emerged. Students wanted to know about future meetings, time commitments, and the product. Deirdre Hollman and Bernadette Anand promised they would survey the students through their Liberty LEADS instructors and director in order to set up future meetings. We presented the three slides we used for NEH's Lightning Rounds (September 2010).

Following the dialogue, we joined the students for an activity called Circles of Experience. The group formed two circles one inside the other. The inner circle members turned to face the members of the outer circle. Through a series of questions put to the pairs facing each other, we managed to ascertain the history and understanding of the Civil Rights Movement, as well as digital media use each member was offering to the project.

- When you hear the phrase, “civil rights,” what do you think of?
- Who are some of the people who come to mind when you talk or hear about civil rights?
- What are some actions people took in the 1950s and 1960s to bring about change?
- Do you have any concerns about equality/civil rights today?
- Do any sites in New York come to mind when you think of civil rights?
- Do you use Social Media (Flickr, YouTube, Facebook, etc.), and if so, how often?
- How knowledgeable do you feel about smart phones and video games? Enough to write a book, or not at all?
- Do you access the Internet through a mobile phone?
- Do you use Twitter? Skype? Email? How often?
- Do you phone text (SMS)? How often?
- Have you done any web conferencing? How knowledgeable are you?
- Have you worked on or created any digital media projects?
- Do you feel comfortable working with more than one application at a time on a computer, and switching back and forth among them (e.g., your email, two web browser windows, and a word processor).

Lively discussion followed and we recorded on newsprint the ideas heard during the exercise, along with additional information/ideas/background knowledge, and skills the participants would bring to our work.

#### Newsprint Notes:

##### Civil Rights People

Malcolm X  
Mandela  
Ghandi  
MLK  
Ella Baker  
Rosa Parks  
W.E.B Dubois

##### Civil Rights Places – New York

Apollo Theater  
Harlem  
Abysinnian  
South Bronx;  
Grand Concourse  
U.N/ Columbia University  
K-R schools Brooklyn  
African Burial Ground  
125th Street  
City Hall  
Statue of Liberty



A.C. Powell Plaza

Civil Rights Actions

Speeches  
Going to School; Boycotts  
Sit-ins  
Freedom  
Singing  
Strikes  
Riding  
Marching  
Back to Africa Protests  
Art/Media Making

Concerns Today

Education  
Sexism  
Poverty  
Rich/Poor  
Wire Taps  
Ageism  
Geneva Convention Violations  
Unjust Wars  
Glass ceiling  
Police Brutality  
Poor Preparation + Unequal Affirmative Action  
Race  
Immigration  
Health Care  
Intolerance + Ignorance = Tea Party  
Tracking Opportunities to honor students only "Smart" Privileges  
Distribution of money  
Health Issues – Asthma in poor areas  
HIV- AIDS

Media + Technologies

Iphones = 2 / BBI Android = 5  
Ferocious + inappropriate Debate  
Trivial? Networking? Silent Talk?

Social Media Tools

Twitter  
Tumbler  
Facebook  
LinkedIn  
Texting  
IQC  
Myspace  
Aol  
Gmail  
Hotmail;  
AIM;  
Black Planet;

Apps

Facebook  
Nytime  
Dictionary  
Google Map  
Notepad  
Hop stop  
ICQ

Media Projects

Music Videos  
Film  
Narrative  
Documents  
School Projects  
Power Point

Multiple Apps|Multi-Tasking

YES = 4 / No = 3 (One of them is an Iphone)  
Intelligence Test?

This exercise had the benefit of helping all the participants to hear how much knowledge about the Civil Rights Movement and technology use was in the room and of reflecting on what was heard.

Last, the students completed a Virtual World survey prepared by Barry Josephs from Global Kids.

**Charrette #3: March 8, 2011**

Learning with the Experts

Agenda:

- Welcome
- Task 1 - Review of Progress via Mid-Year Report
- Task 2 – Review of Schomburg’s Digital Resources on Civil Rights
- Task 3 – Overview of Youth-Friendly Tech Platforms and Popular Applications
- Task 4 – Planning for Next 3 Student Sessions
- Feedback and assessment

Minutes

The adult planners gathered in March 2011, this time with a good deal of data in hand. We reviewed our progress towards telling the story around Civil Rights by summarizing our goals and the information we gathered from our meeting with the Liberty LEADS students. We were working side by side with our students; the charrette model was ideal for our work; and we were beginning the process of analyzing the Schomburg’s existing archives around Civil Rights. In addition, we had also gathered student voices around media use and preferences.

Our next step was clear. In order to develop a project that would meet the standards set by the Schomburg Center and Bank Street’s Graduate School of Education, we had to

understand the aspects of design and content, as well as best open source practices needed for delivery of our first product, a digital exhibition. Dr. Sylviane Diouf, curator of the websites at Schomburg, offered us her expertise. We discussed with her the ways of looking at websites, the need for a theme and chapters to tell a story; the elements of a web page, all sorts of considerations around copyright, accurate documentation, images and their organization; and hints about where to find other depositories of images.

Thanks to Dr. Diouf, we gained a strong idea of the process involved in building a website. Through further discussion, we also learned about approaches students might consider when writing their narratives, thinking of palettes for the design, and formats they might consider. (For more detailed notes from that meeting see Appendix X, Charrette # 3).

Now it was time for us to hear about youth-friendly applications the Liberty LEADS students might use to get their stories out through digital media, such as smartphones, etc. Ingrid Erickson, our digital specialist, was there to help out. She 1) provided us with ways we could move the project into the street by using Aeriis; 2) offered us digital tools like Voice Thread, an automated PowerPoint the students could use for their pictures and for giving voice to the narrator; and Google maps to geographically organize their information; and 3) explained how important it was to consider the ultimate goals of the project. We contemplated whether we wanted to link the project to Bank Street College or to the Schomburg site. We wondered about the degree of sophistication we wanted and last, how we would situate the work in history.

#### **Charrette #4: March 10, 2011**

Investigating and Evaluating Digital Learning Projects

##### Agenda:

- Welcome, Introductions, and Group Reflections
- Investigating and Evaluating Digital Learning Projects Individually or in Pairs
- Reporting Our Findings
- Discussion:
  - How might you teach your friends about the Civil Rights Movement?
  - How might we build our story so it has historical richness and content in a less formal version?
  - If you were a curator, what might you create to make the Civil Rights Movement come alive?
- Reflections/Feedback - What was your Ah Ha Moment today? Give an example of how your ideas today contributed to the project.

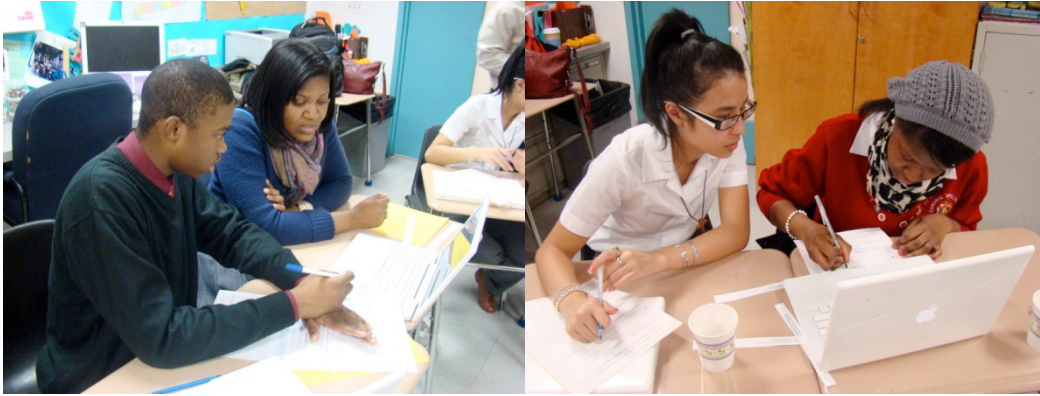
##### Minutes

After hearing from Sylviane Diouf and Ingrid Erickson about the best ways to start thinking about our projects, our task for this gathering was clear. We needed students to get directly involved in viewing and evaluating key websites and digital media focusing on civil rights. For this two hour meeting at Bank Street College, our students worked in pairs to evaluate eight pre-chosen websites. Two were unrelated to civil rights but were examples of creations by and for youth users. The remaining six websites dealt with the Civil Rights Movement--two of which were from the Schomburg. We posted this live website list on the desktops and provided the students with an evaluation form that asked them to:

1. Identify the topic of the website.
2. Describe the theme or story the website tells about the topic.

3. List the organizational elements used on this website.
4. What did you find engaging about this website?
5. What elements did not grab your attention?

Yohuru Williams, Deirdre Hollman, Bernadette Anand, and Tom Sharkey, Advisor in LibertyLEADS, circulated amongst the pairs and joined in explorations and dialogues.



Sites Evaluated:

In Motion: The African-American Migration Experience

<http://www.inmotionaame.org/>

The Malcolm X Project at Columbia University

<http://www.columbia.edu/cu/ccbh/mxp/>

MAAP: Mapping the African-American Past

<http://maap.columbia.edu>

Television News of the Civil Rights Era 1950-1970

<http://www2.vcdh.virginia.edu/civilrightstv/>

The Jason Project

<http://www.jasonproject.org/>

America I Am: The African American Imprint

<http://www.americaiam.org/>

National Visionary Leadership Project

<http://www.visionaryproject.org/index.asp>

Cable in the Classroom's eLECTIONS

<http://www.ciconline.org/elections>

African Americans and American Politics

<http://exhibitions.nypl.org/african-americans-in-politics/>

Civil Rights Documentation Project

<http://www.usm.edu/crdp/index.html>

Community Video Education Trust – Documentary Footage of the Anti-Apartheid Struggle

in South Africa

<http://www.cvet.org.za/index.php>

We followed with a report from each pair of students. Several collective preferences emerged. Students wanted the following points emphasized in any digital product they would create:

- Acronyms for topics to condense a broad theme
- Modern script
- Bright color schemes
- Mix of contemporary and historic interviews
- Informational captions for pictures
- Strong and clear navigational elements
- Balance between text and images
- Inclusive content (racial diversity, gender equity, multi-generational)
- Image and artifact galleries
- Voice clips
- Big ideas in big bold fonts
- Layers of information from general to advanced for ongoing study

#### **Charrette #5 - April 2011**

Working with Voice Thread

##### Agenda:

Introduction: Sarah Shoemann, Global Kids  
Overview of Voice Thread and Sample Student Projects  
Creation of Individual Student Voice Thread Products  
Sharing of Voice Thread Products

##### Minutes

Ingrid Erickson and Sarah Shoemann of Globalkids.org were on hand for this charrette.

Together, these digital specialists presented Voice Thread one of the many digital tools the students might use to tell their story of the Civil Rights Movement. After a brief introduction to the tool and how to use it, the students worked to create their own stories by selecting one of their primary source photos from the archives of the Schomburg.

They added additional photos to tell their individual stories. They recorded their narratives and shared their work with the group. The projects were then posted and classmates were invited to comment and add their voices.



Image from The Children of Poverty Voice Thread (Kevin Castro)

After viewing the Voice Thread products the students created it was clear which current civil rights issues resonated with them and which perspectives they wished to present to the public. Some of the civil rights issues the students identified through their voice thread presentations were: world wide poverty, academic tracking in schools, homelessness, and unemployment.

With this information in hand, we knew the students were ready to meet with Dr. Yohuru Williams, humanities specialist, and begin the process of telling a collective story. One week later, we held a planning meeting at the Jackie Robinson Foundation, where Dr. Williams was serving on the board of directors. After a tour of this museum - dedicated to the first Black major league baseball player and civil rights leader - we set about our task of building on the Voice Thread products the students created during the last Charrette, and then work toward merging and integrating the multiple stories into one.

We decided key civil rights quotes would serve to frame the story. Since the students were drawn to a W.E.B. Du Bois's quote, "Would America have been America without her Negro people?" in the America I Am Digital Exhibition (<http://www.americaiam.org/layouts/aiaam/exhibit/index.html>), Dr. Williams would use it to help the students begin the process of selecting and deconstructing archival photos for context and complexity and exploring a point of departure for their combined focused story towards an end game and a digital media product.

### **Charrette #6**

#### **Agenda:**

- Dinner and Overview of progress on CRM-Remix Project
- "A Thousand Words," Picturing the Civil Rights Movement, Yohuru Williams
- Thinking about themes: Deciding what is important and what is not?
- Questions and Answers

- Next Steps and Reflection

#### Minutes

In this charrette #6, the team of four youth and two adult co-investigators had the overall task of defining the narrative of the Civil Rights Movement that we would present in our CRM-Remix project. Our humanities specialist, Professor Yohuru Williams, directed the session with the charge that, “as historians, we have the power to shape the story in a way that is influential.” He then empowered the youth members of the team by encouraging them to write the story of the Civil Rights Movement that will be relevant for their generation. He called on them to: 1. Thinking about images: “A Thousand Words” - Picturing the Civil Rights Movement; and 2. Thinking about themes: Deciding what is important and what is not.

The group discussed what we had previously established as the CRM-Remix’s footprint – examining contemporary civil rights issues and linking them to their historical precedents. With this guiding principle, we viewed a selection of photographic images and political cartoons. Using Professor William’s historical fingerprinting strategy (identifying the core idea, crossover, island, and bifurcation within the image), we can to understand that our image selections will become mini-narratives. Further, the images we select must represent the themes, time period, locale, and cultural contributions we’ve decided to emphasize as part of our story. The group discussed using images of New York activists such as Marcus Garvey, Malcolm X, and Ella Baker as opposed to southern activists, thus locating our story in the North. Professor Williams noted that we can still highlight the crossover in the ways that the northern story connects to the southern one, by highlighting parallel struggles, actions, or cases (e.g., Rosa Parks in Montgomery and Mrs. Jennings in New York City). Hence, the CRM-Remix narrative need not be limited to the famed figures and dates of the southern struggle.

The thematic question emerged: What are the connections to the Civil Rights Movement for people outside of the United States? The group discussed how people or groups outside of the U.S. draw inspiration from the aspect of the American Civil Rights Movement that connects to the injustice they wish to overcome. For instance, the anti-apartheid movement in South Africa connects to the desegregation protests and legislation in the United States. For other groups, the connection may be voting rights, equal employment opportunity, quality education, etc. The group came to understand that there are multiple themes intertwined in the “super-narrative” of the Civil Rights Movement in America, and Professor Williams proposed we consider looking at these through a framework he calls The Six Degrees of Segregation:

1. Residential, Housing
2. Education
3. Employment, Jobs
4. Voting Rights
5. Public Accommodations
6. Jim Crow Justice

Another question emerged from the group with regard to image selection: “Is shock value, valuable?” After a lively discussion, it was determined that yes, it is, when the shock captures the viewers’ attention and constructively moves them to explore the themes. Not valuable, however, when the shock distracts from the narrative.

This discussion brought out two additional principles to consider for the CRM-Remix narrative: 1) the timeframe will be driven by our themes and how they link “present”

events to their historical precedents – we need not be limited to the period of the super-narrative, 1955 to 1965; and 2) we can see how our story in New York City connects to global liberation struggles (e.g., Malcolm X taking Jim Crow to the United Nations, and the Chinese face-off in Tiananmen Square). Professor Williams called these “para-narratives” that we may link to as well.

#### Defining the CRM-Remix Narrative:

Next, the group discussed: What issues do we want to see included in our story? Their responses were as follows:

Using the physical to teach the intangible, Professor Williams asked: What resources do you have to tell your story?

- Pictures (photos, objects, cartoons)
- Quotes from the past
- Accounts from the present
- Songs and lyrics (freedom songs, folk songs, raps, etc., with revolutionary themes)
- Court cases – use them comparatively, or examine precedents
- Art, album covers, posters
- Material culture (buttons, flyers, signs)
- Charts – such as the Six Degrees of Segregation
- Book covers
- Open-ended questions for reflection
- Opponents’ perspective – allowing the viewer/reader to “see the conflict”

#### Charrette #7 - June 16, 2011

Examining Primary Resources and Contemplating the Intangible

#### Agenda:

- Progress Review: What have we accomplished? What's Ahead?
- Schomburg Center Tour
- Reflections
  - What will you take with you from this experience?
  - As you think about civil rights, what do you think is the most important issue of the moment?
  - As we move ahead in our development of our digital media product, what would you urge us to remember and retain?
- Awarding of Certificates and Dessert

#### Minutes:

At our final gathering at the Schomburg, just before three of our students graduated from high school and were headed for college, we asked them to reflect on their experiences over the course of the CRM-Remix Project year. Here are some of their responses to our question: What will you take with you?

<http://www.youtube.com/watch?v=T11dwyW53UE&feature=youtu.be&t=9m20s>

“I’ve enjoyed learning the history behind the label Black American. This whole process has helped me learn a lot more about my history. This whole process isn’t just that we



are helping you guys. I've learned a lot from you, you've learned a lot from us and I thank you for that." -- Greg

"I liked how they used Voice Thread, how it told the story of the woman in Africa. It was more than the picture, it was a story of how to see the pictures." -- Olamide

"One thing that I am going to take with me is that the Schomburg Center is here. I've never been to it before and it's pretty nice. Another thing is that I've always been a strong believer that many Dominicans historically, do not consider themselves black, they consider themselves Spanish, but I believe otherwise. And I feel like working here with you guys has reaffirmed that belief of mine." -- Kevin Castro

For Deirdre Hollman and Bernadette Anand, the most poignant moment came when Kevin walked out of the elevator to the stacks at the Schomburg and remarked, "I can smell all of Arturo Schomburg's books." At that moment, we realized that our co-investigators were benefitting from this experience in the same manner in which our future CRM-Remix users will. In essence our co-investigators were our "possibilities" of what could be.

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## VI. Outcomes

Our overarching purpose was to find the best ways we might advance civil rights teaching and learning in a digital way. Five goals were set for the work. These goals became the driving force for planning and for meeting the objectives of the start-up grant.

### Goal I

Goal I was to use a design model and methodology to bring together all the members of the project in order to generate project ideas and develop knowledge in the history of the Civil Rights Movement and facility with digital technologies, and Systems Thinking.

Outcomes and Evaluation: Video and written evaluations confirm that the charrette model was an inclusive and productive format for our project. Initially, in the interest of time and expediency, the co-directors felt the need to be goal oriented and to engage the adult participants in discussions around specific tasks. We also wanted to be sure the product we were designing would meet the rigorous standards set by the Schomburg Center and Bank Street College. These concerns may have created a more academic atmosphere during our adult Charrettes #1 and #3, giving us less time to explore and hear the participants' perspectives. Ingrid Erickson's suggestion to have a preliminary meeting before the first charrette would have certainly moved Charrettes #1 and #3 into a more exploratory, hands-on forum. Still, Charrettes #2, #4, #5, and #6 with the youth participants from Liberty LEADS were designed with interactive, problem-solving, knowledge-seeking activities with the explicit goal of having youth and adults working side-by-side to co-investigate the issues/tasks at hand.

### Goal 2

Goal 2 was to have the adults and youth work side by side on a design of CRM Remix. After consulting with Maxine Roberts, Liberty LEADS director, her staff selected six (6) students to participate.

Outcomes and Evaluation: Our youth participants were high achievers who participate in an intensive after-school and Saturday program that brings additional responsibilities to their already busy lives. We knew this group would be ripe for this project, but what we didn't foresee was just how difficult it would be for the students to add this project to their already full plates. Initially, our scheduling of our first charrette with the students posed some difficulty. Fortunately, we were able to scale that hurdle and agree upon a series of dates for the remaining spring charrettes. Student enthusiasm for the project helped the students to prioritize.

While these factors did not delay our timeline, they complicated the task of recruitment and scheduling for the staff at Liberty LEADS. We found more time was needed to coordinate the schedules of multiple partners, specialists, and youth participants. Any future projects would have to include additional funds for personnel to manage this part of the project.

### Goal 3

Our third goal was to analyze Schomburg's existing digital exhibitions and archives, as well as learn about digital media production and open source best practices.

We brought Sylviane Diouf and Ingrid Erickson together for Charrette #3 at the Schomburg on March 8, 2011. Our investigation of Sylviane Diouf's new website revealed several conceptual strategies that changed the way we came to view websites. True ah-ha moments were had in this process as we learned that this particular website was designed with an overall historical timeline; divided into chapters; and filled with essays, images and informative captions *for the interpretation of the visitor*. Moreover, as a library website, extreme attention is paid to historical accuracy and to the breadth and depth of information/sources. We came to understand why such websites require that additional layer of interpretation by educators in order for students to comprehend all that's occurring. Diouf also helped us to identify organizations and institutions that we could work with, in addition to the Schomburg, to secure images related to the Civil Rights Movement, including the United Nations, Flickr, the Smithsonian Folklife Center, etc.

Ingrid Erickson, our digital specialist, informed us of a short-list of popular, youth-friendly, open source web applications that might help us achieve our desired technological experiences for CRM-Remix. These included Voice Thread, Google Maps, PowerPoint, and Aeris. Our investigation also revealed that our decisions about the story we will tell and the platforms we will use to tell it go hand-in-hand. We began to see that all of our work going forward would have to weave the dual threads of "the digital" and "the humanities."

On March 10, 2011 we met at Bank Street College for Charrette #4. (See Minutes Charrette #4.) In attendance were six (6) youth from Liberty LEADS and four (4) adult partners, including the co-directors, the humanities specialist Yohuru Williams, and Liberty LEADS staff member, Tom Sharkey. With the evaluation forms, the youth participants decided to pair up to investigate eight (8) websites related to civil rights (including two (2) Schomburg on-line exhibitions) and two (2) unrelated to civil rights but created by and for youth users. The pairs worked diligently to analyze, question, and collect information about each site. When each pair shared their findings, several collective preferences emerged:

- Acronyms of topics be used to condense a broad theme
- Modern scripts
- Bright color schemes

- Mix of contemporary and historic interviews
- Informational captions for pictures
- Strong and clear navigational elements
- Balance between text and images
- Inclusive content (racial diversity, gender equity, multi-generational)
- Image and artifact galleries
- Voice clips
- Big ideas in big bold fonts
- Layers of information from general to advanced for on-going study

It was agreed that all of these elements (and others to be discovered) should be utilized to tell our Civil Rights story in the CRM-Remix project.

#### Goal 4

Our fourth goal was to produce a digital exhibition and to understand location-based, digital mapping and game design.

In order to evaluate the team's prior knowledge of the Civil Rights Movement and current usage of social media and digital technology, we incorporated the following activities into Charrettes #2 and #4:

- Survey Schomburg's archival photos of the Civil Rights Movement
- Conduct circles of experience, to learn of group knowledge of the Civil Rights Movement
- Evaluate digital learning projects

We investigated and evaluated the following digital projects: 1) In Motion: The African-American Community; 2) MAAP-Mapping the African-American Past; 3) The Jason Project; 4) America I Am: The African-American Imprint; 5) African-Americans in American Politics, and 6) Cable in the Classroom's eLECTIONS.

We engaged in a discussion around the following questions: What materials did you find engaging? Why? How might you teach your friends about the Civil Rights Movement? How might we build our story so it has historical richness and content in a less formal version?

In addition, Charrette #5 was dedicated to having our team members, youth and adult, examine *Voice Thread* as a youth-friendly digital tool for building the narrative of the CRM-Remix. Digital specialist Ingrid Erickson and Sarah Shoemann of Global Kids introduced the team to the tool and the team launched into a work session to create mini-narratives using primary sources from the Schomburg Center's digital archive ([www.schomburgcenter.org/digitalschomburg](http://www.schomburgcenter.org/digitalschomburg)) and others available on the World Wide Web. A key component of Voice Thread is the ability of the creators to record their own voice (first-person accounts) and also layer in second-person testimony. The group responded well to this digital audio component of authorship. Additionally, the social networking component of Voice Thread, allowing viewers/users to comment on the project and thus expanding the impact and record of the narrative, were also perceived as pluses. The mini-narratives that the students created reflected the flexibility and potential of the digital tool for building the CRM-Remix narrative, once developed in our next charrette

**Goal 5**

Our fifth and last goal for this start-up grant was to have our Humanities specialist advise the group in person and/or through video conferencing and podcasts on important critical theories; for example, Critical Race Theory. Digital specialists would advise the group on digital media and learning and Systems Thinking. As it turned out, we were able to work our charrettes around Dr. Yohuru Williams's schedule, allowing him to be present at all but one charrette.

Building on our experiences from the first four charrettes, we made the history, literature, and the arts of the Civil Rights Movement the focus of Charrette #5. Charrette #6 in May was dedicated to historiography and the team, guided by humanities specialist Yohuru Williams, deconstructed the "super-narrative" and timeline of the American Civil Rights Movement. In so doing, the group situated itself as historians for the 21st century who would draw correlations from current events and connect them to their historical precedents from civil rights history, using Dr. Williams' historical fingerprinting technique. The group empowered itself to allow the key themes dictate the time period discussed, and to allow the New York and northern stories drive the CRM-Remix narrative. It was also determined that the CRM-Remix narrative would connect to para-narratives in the South and connect globally to struggles in other nations (such as China, South Africa, and Egypt).

Results for *Defining the CRM-Remix Narrative*: The following issues are to be included:

- Economic, social, and spiritual ramifications
- Progress or regression
- Police brutality
- Gender discrimination, role of women in the movement
- Drug and human trafficking
- Diversity and conflict – cultural and religious
- Terrible schools
- Domestic abuse, war, and terrorism

Results for *using the physical to teach the intangible in the CRM-Remix Narrative*: The following resources will be used:

- Pictures (photos, objects, cartoons)
- Quotes from the past
- Accounts from the present
- Songs and lyrics (freedom songs, folk songs, raps, etc., with revolutionary themes)
- Court cases – use them comparatively, or examine precedents
- Art, album covers, posters

**VIII. Conclusions and Next Steps**

In summary, we learned with our students the following key considerations for CRM-Remix:

- A historical framework for teaching and learning about the Civil Rights Movement in America
- The importance of linking present civil rights issues with past events;
- What contemporary issues are important to teens today;
- A range of youth-centered desired elements for digital media storytelling;
- That key civil rights events may be site-specific but can be extended digitally through image, video, and print documentation.

Our next step is to apply for an implementation grant. We've learned that an essential component to this next phase will be the technology partners, and therefore we have begun to identify individuals to work with the team. Likely candidates include Jeannie Crowley, Technology Coordinator at Bank Street College; Jeff Hall, Bank Street School For Children Technology Specialist, and Chris Lawrence from New Youth City Learning Network.

CRM-Remix will be used well beyond the scope of our current project. We hope the Schomburg will incorporate the digital exhibition in its permanent collection used by scholars, both young and old, to study Harlem's importance in the Civil Rights Movement. Products from this project will also be incorporated in HIVE NYC and shared with youth, educators, and cultural institutions in the network, both on social networks and public events such as the Maker Faire, an annual event that celebrates activities for families. The digital map of important historical sites in Harlem may also be expanded to include contributions on the theme of civil rights from around the world. The CRM-Remix digital game will be made available to educators, historians, and others interested in engaging in the humanities and the Civil Rights Movement. The project team will also share our work at future MacArthur Foundation Digital Media and Learning Grantee Meetings and Conferences, reaching important researchers and practitioners in the field.

## IX. References

### CRM-Remix Reference Links

We are organizing links to digital humanities and digital media and learning projects which will inform our research work.

#### Bank Street College of Education

<http://www.bankstreet.edu>

#### Bank Street College of Education's Liberty LEADS Program

<http://www.bankstreet.edu/libertyleads>

#### Schomburg Center

<http://www.schomburgcenter.org>

#### "In Motion: The African-American Migration Experience"

<http://www.inmotionaame.org/index.cfm?jsessionid=f8302012981269273651332?bhcp=1>

#### "Harlem 1900-1940: An African-American Community"

<http://legacy.www.nypl.org/research/sc/Harlem/>

**MacArthur Foundation DML:**

<http://spotlight.macfound.org/>

[http://www.macfound.org/site/c.lkLXJ8MQKrH/b.5796441/k.D62D/ReImagining\\_Learning\\_in\\_the\\_21st\\_Century.htm](http://www.macfound.org/site/c.lkLXJ8MQKrH/b.5796441/k.D62D/ReImagining_Learning_in_the_21st_Century.htm)

[http://www.macfound.org/atf/cf/{b0386ce3-8b29-4162-8098-e466fb856794}/DML\\_BUFF.PDF](http://www.macfound.org/atf/cf/{b0386ce3-8b29-4162-8098-e466fb856794}/DML_BUFF.PDF)

[http://spotlight.macfound.org/blog/entry/measuring\\_classroom\\_progress\\_21st\\_century\\_assessment\\_project\\_input/](http://spotlight.macfound.org/blog/entry/measuring_classroom_progress_21st_century_assessment_project_input/)

<http://dmlcentral.net/conference/>

**Digital Humanities and Digital Media and Learning Links**

*Teaching the Movement: The State of the Civil Rights Movement in the United States 2011*  
(<http://www.splcenter.org/get-informed/publications/teaching-the-movement>)

Generation M2: Media in the Lives of 8-to-8-Year-Olds (Kaiser Family Foundation, January 2010)  
<http://www.kff.org/entmedia/upload/8010.pdf>

Mannahatta: The Game (A MacArthur Foundation project, developed by HIVE NYC/SSRC)  
<http://mannahattathegame.org/>

Teachers College's MAAP-Mapping the African American Past  
(<http://maap.columbia.edu>)

National Geographic's The Jason Project  
<http://www.jason.org/public/whatis/games.aspx>

Tavis Smiley's America I Am: The African American Imprint  
<http://www.americaiam.org>

Cable in the Classroom's eLECTIONS  
<http://www.ciconline.org/elections>

Quest 2 Learn (New York City Public School focused on games and digital media and learning)  
CORRECT? <http://q2l.org/>

GameStar Mechanic (Web site for digital game development by students)  
<http://www.gamestarmechanic.com/>

Waters Foundation (Systems Thinking in Education Programs)  
<http://www.watersfoundation.org/>

<http://www.claytonchristensen.com/books.html>

<http://creativecommons.org/>

[http://spotlight.macfound.org/blog/entry/david\\_shaffer\\_what\\_we\\_know/](http://spotlight.macfound.org/blog/entry/david_shaffer_what_we_know/)

<http://imls21stcenturyskills.org/>

<http://gse.hightechhigh.org/>

<http://smallab.parsons.edu/>

<http://ijlm.net>

<http://www.isls.org>

[http://wwwstatic.kern.org/filer/blogWrite44ManilaWebsite/paul/articles/A\\_Pedagogy\\_of\\_Multiliteracies\\_Designing\\_Social\\_Futures.htm](http://wwwstatic.kern.org/filer/blogWrite44ManilaWebsite/paul/articles/A_Pedagogy_of_Multiliteracies_Designing_Social_Futures.htm)

<http://mitpress.mit.edu/catalog/browse/browse.asp?btype=6&serid=178>

<http://mitpress.mit.edu/catalog/browse/browse.asp?btype=6&serid=170>

[http://www.whitehouse.gov/assets/documents/SEPT\\_20\\_Innovation\\_Whitepaper\\_FINAL.pdf](http://www.whitehouse.gov/assets/documents/SEPT_20_Innovation_Whitepaper_FINAL.pdf)